





Scientific Writing Training to Improve Professionalism Teacher at Vocational High School

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Abstract

Scientific writing has become a requirement for a professional teacher, the aim of this community service is to increase teacher competence in preparing scientific written articles. The survey method uses a constructivist approach. The implementation of the activity is divided into two, first, the implementation of the activity is carried out by providing material in class using lecture, discussion, example and exercise methods, secondly, participants are provided with guidance services. The subjects of this service are teachers at Muhammadiyah 1 Palembang Vocational High School. The instrument used was a teacher understanding questionnaire about writing scientific papers. The results obtained in this activity were 86.50% of participants interested in the training carried out because they gained understanding and insight into article writing. Then, as many as 92.54% of participants stated that the material presented was understandable/clear, and 91.51% of participants stated that they were satisfied with the writing training which was carried out based on systematics and good language. So, it can be concluded that service activities with the theme of scientific writing training to improve the professionalism of teachers at Muhammadiyah 1 Palembang Vocational School provide new knowledge for teachers at the school related to publishing scientific papers in the form of scientific articles.

A. Introduction

Teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in formal educational institutions, from basic education to secondary/vocational education and others (Fildzah & Widyastono, 2020; Prasetyono & Asikin, 2022; Setyaningsih & Suchyadi, 2021). Professional teachers are not only required to have adequate professional educational qualifications, but are also required to have scientific competence in accordance with the field they are working in (Rusilowati & Wahyudi, 2020). A teacher must have a creative, productive soul, uphold a high work ethic in accordance with his profession, and teachers are required to always be willing and able to carry out continuous self-development through research activities, seminars, workshops and the like (Mansyur & Akidah, 2018; Tamsah et al., 2021).

Law no. 20 (National, 2003) emphasizes that teaching staff are expected to be able to work primarily in the four areas of their duties such as: (1) Education, (2) Learning process, (3) Professional development, and (4) Supporting the learning process. Therefore, teachers as educators in delivering a nation can develop and improve its quality through writing skills. Writing is a form of communication that requires language, listening, speaking and reading abilities and skills so that it can motivate the development of new ideas (Handayani & Aminatun, 2020; Sakkir et al., 2021; Sari et al., 2020).

According to Nirwana, an article is a work that is presented to the masses in a popular way using various media as a forum for conveying and communicating, such as: magazines, newspapers and tabloids

(Hendrastuty et al., 2022). A similar opinion also reveals that writing is part of a form of communication, writing also demands abilities and skills in integrating various ideas, broadening horizons and being able to provide intellectual satisfaction (Prasetyono & Asikin, 2022). It is further confirmed in the Minister of Research, Technology and Higher Education regulation no. 44 of 2015 concerning research output standards, researcher standards and research funding standards, this regulation emphasizes that research output must comply with scientific principles and methods in a structured manner such as understanding synthesis and evaluating research results. in the form of ideas, thoughts in a piece of writing which is often called a scientific article (Karomah & Rukmana, 2022).

A scientific article is a complete written work and is written based on certain guidelines or procedures so that it has a truth value that can be accounted for. The purpose of writing articles published in a journal or other mass media in accordance with the provisions of the guidelines is for the author to produce scientific writing, which can be said to be scientific because it has gone through the correct process or procedure. Scientific papers can be grouped into two large parts, namely; firstly scientific papers originating from research results reports and secondly; is a scientific written work in the form of a review, review or scientific idea (Hadi et al., 2019).

Law No. 14 of 2005 concerning teachers and lecturers, which emphasizes that a teacher must have four competencies, namely pedagogical, personal, social and professional competencies. And what is most emphasized is professional competence, namely a teacher's ability to master learning material, design and develop learning methods and be able to improve the quality of learning management in schools (Wibowo, 2021). Compiling scientific papers is one form of teacher professional development activity. In line with this expression, professional development consists of five types of activities, namely; Compile scientific papers, find appropriate technology, create teaching aids, create works of art and participate in curriculum development activities (Rosyidah et al., 2020).

Besides as career development, writing can be used as a suggestion for a teacher's self-development, because teachers have a lot of potential that can be developed through writing optimally. Further expressed by Al Hadi (2019) that the professional development of teachers in writing scientific papers aims to develop career positions, where the credit score is one of the selection requirements for career advancement. So it can be concluded that one type of teacher professional development activity is creating scientific papers in the form of articles and then publishing them through journal institutions as an output product from research results. It is mandatory for every teaching staff to be able and able to carry out writing activities, although in reality writing scientific papers is not an easy thing for all educators, and even for those who are not used to it, this is a difficult thing (Sari et al., 2020).

The culture of writing scientific papers for teachers in schools can be said to be still low, as indicated by the small number of publications of scientific papers. Therefore, motivation is needed to start it. This motivation can be in the form of an urge to take action whose aim is to be formed either consciously or unconsciously based on a person's motives, and through motivation it can foster a high sense of self-confidence. By growing a high sense of self-confidence, this can become the basic capital for success and ultimately can make a person (teacher) able to actualize all the potential that exists within him, including getting used to writing scientific papers (Hafizd, 2022).

The results of discussions with teachers at the Muhammadiyah I Palembang Vocational High School showed that teachers still had difficulty writing scientific papers so that the resulting papers were still small. So that it influences the promotion of the teacher's rank/position. Observation results also show that writing scientific papers, both in the form of research and scientific publications, turns out to be a lot of difficulties for teachers. Overall, the difficulties they experienced were in determining the problem, reviewing literature, determining the method as an approach and the publication process.

B. Research Methods

The subjects of this service are teachers at the Muhammadiyah 2 Palembang Vocational School. The instrument used was a teacher understanding questionnaire about writing scientific papers. The implementation of this service activity is divided into several stages such as; first, carry out an analysis of partner needs, second, prepare a training plan, third, carry out community service activities, fourth, evaluate the process and results of community service activities. The method used during mentoring as an approach uses the constructivism method. This service activity is carried out by providing material in the classroom using lecture methods, discussions, giving examples and exercises. The general activity material is about developing teacher competence in producing scientific writing to increase teacher professionalism through

scientific writing. This is then carried out with an approach through guidance services to training participants in compiling good scientific writing intensively with communication between the PKM team and partners, so that the time and implementation can run effectively and efficiently.

This activity is carried out with process evaluation and effectiveness evaluation. Evaluate the process by observing and paying attention to the activeness of the participants during the activity regarding activities when providing material, the seriousness of the participants in using their time for guidance by communicating intently with the PKM team. The effectiveness of the evaluation process carried out in this activity is based on the understanding of the training participants in writing scientific papers with indicators related to the participants' mastery of concepts in composing scientific papers, accuracy in composing the structure of scientific papers, as well as the code of ethics for scientific writing in citing references and literature. as literary writing. As a result of this activity, the ability of all participants to write scientific papers can be published in reputable journals.

C. Results and Discussion

Community service activities with the theme Writing Scientific Papers to Improve the Professionalism of Teachers in Vocational High Schools through training with teacher participants at SMK Muhammadiyah I Palembang, which will be held on Thursday, October 28 2023. The number of participants is 22 people. In this activity all participants showed high enthusiasm and support. This can be proven in the form of places and facilities that support the smooth running of activities



Figure 1. (a) Opening activity by the Principal of SMKM I Palembang, (b) Participants and PKM Team

The material components focus on several things, namely: 1) the importance of developing teacher professionalism; 2) Techniques for writing scientific papers; 3) structure and systematics of writing scientific papers; 4) ethics in writing scientific papers; 5) how to express new thoughts or ideas from references. Teachers really need to have these five components when writing scientific papers (Karomah & Rukmana, 2022). Activities during the provision of material can be seen in Figure 2 below.



Figure 2. Providing Material by the PKM Team

During the presentation of the material, all participants were very enthusiastic in receiving the material given, as seen from their curiosity and understanding of the material, with various very basic questions arising related to writing scientific papers as evidence of professional teacher self-development. One of the teacher's questions was asked by Mr. Kuriawansyah, S.Pi, Gr. Mrs. Canada Agustina Checaria M.Pd. The

question is how to formulate problems and how to express thoughts or ideas into scientific writing. The classroom atmosphere can be seen in Figure 3.



Figure 3. Class Atmosphere When Providing Material

Community service activities produce several points including; 1) increase insight and knowledge about the nature of writing scientific articles for SMKM I Palembang teachers, 2) increase ability or skills in writing good and correct scientific papers based on scientific structure and grammar as well as ethics in writing scientific articles, 3) increase skills in writing research-based and literature review-based scientific articles, 4) increasing understanding of types of research such as qualitative research, quantitative research and development research, etc.

In the evaluation of this activity there were several findings as information obtained, including; 1) lack of understanding in formulating keywords; 2) difficulty in creating articles resulting from PTK, this is because teachers are still lacking in IT mastery; 3) teachers experience difficulties in analyzing data, because teachers still need additional knowledge related to managing data such as analyzing related data using tables, making graphs, describing graphs, all of this needs to be improved; 4) teachers still have many difficulties in determining the right instrument that suits the topic of scientific writing. 5) the implementation of training related to the publication of writing an article is still low. Teachers have a very broad opportunity to improve their professionalism through publications, especially the opportunity to conduct classroom action research because this is a routine activity carried out by teachers in the classroom. There are two things that can be completed by the teacher. When the teacher has the capacity to manage PTK activities, the first is can solve problems in class through PTK and secondly the results of PTK can be processed into articles and published (Handayani & Dewi, 2020).

Next, the service activity was to provide a plaque and certificate to a representative of one of the participants. After the training was completed, it appeared that the participants were motivated to have articles published in scientific journals. Finally, the impression and message conveyed by one of the representative participants was that all participants wanted follow-up in the form of direct practice specifically for writing scientific articles. For this reason, as a follow-up to this activity, assistance will be provided in the creation of scientific articles. The taking activity ended with a group photo.





Figure 4. Atmosphere of Awarding Plaques and Certificates

D. Conclusion

Service activities have been carried out and can produce several conclusions, namely 1) PKM activities with the theme "Scientific Writing Training to Improve Teacher Professionalism at the Muhammadiyah I Palembang Vocational High School" provide new knowledge for teachers at the school related to publishing scientific papers in scientific article form; 2) The material provided can be an answer and solution to problems experienced by teachers in writing scientific papers. 3) This service activity is able to provide motivation for teachers to conduct research, especially classroom action research (PTK) which can be published in reputable journals.

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